

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Aire Libre Elementary School

Paradise Valley Unified District
16428 N. 21st Street, Phoenix, AZ 85022-2904

<input type="checkbox"/>	Excelling
<input type="checkbox"/>	Improving
<input checked="" type="checkbox"/>	Maintaining Performance
<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

Principal: Mr. Jesse Acosta

Schedule: 7:30 AM to 4:00 PM

Web Address: www.pvusd.k12.az.us

E-mail: jacosta@pvusd.k12.az.us

Grades: K-6

2002 Enrollment: 601

Phone: (602) 493-6040

Fax: (602) 493-6045

▼ School Overview ▼

Mission

Aire Libre is a student-oriented school. We believe that children learn most effectively through a concrete, developmentally appropriate approach in which children are encouraged to actively explore and discover. Our goal is for our students to become citizens who are value-oriented, competent in communication and problem solving, skillful in creative and critical thinking and productive contributors to a culturally diverse society. We hold an uncompromising commitment to excellence.

Organization and Philosophy

- w Self-contained Classrooms
- w Buddy Teachers
- w Looping
- w Parental Involvement

School/Academic Goals

- w Integrate math and language instruction throughout the curriculum.
- w Establish a strong educational partnership among parents, teachers and students.

Instructional Programs

- w Gifted Program
- w On-site Special Education
- w Developmentally Appropriate
- w Looping Classes
- w Inclusion Program
- w Project Read

- w Implement and support Project Read.
- w Develop an ongoing looping plan.

Enrollment

October 1, 2001 School Year Student Enrollment:	562
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	38

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▼ School Site Council ▼

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Afterschool Clubs
 w School Brochure
 w Summer School Program
 w Scholarship Recipient Selection
 w School Calendar Input
 w Family Nights at School

▼ Staffing Information ▼

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	5.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	0	3	0	0
10 or more years	7	13	0	0

▼ Shared Responsibilities ▼

School

We believe it takes three to educate a child: the parent, the student and the teacher. Aire Libre will continue to provide the best education possible for our students by involving everyone in the process.

Parents

Parents are responsible for providing a learning climate at home. Students should be read to 15-20 minutes a day. There should be a place for students to do their homework. Homework time should be consistent. Parents should be visible at school.

▼ Transportation Policy ▼

Aire Libre boundaries are: North--Bell Road, south--Acoma, east--Cave Creek, west--7th Street. We bus kindergarten students more than one-half mile from school and other students over one mile from school.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/19/02
Average Daily Instruction Time:	5 hrs. 20 min.	Last Day of School:	5/30/03
Operates on Traditional Schedule			

Report Card Release Dates

10/28/02	1/13/03	3/21/03	5/30/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Labs
W Art Room

W Music Room
W Library

Extracurricular Activities

W Drama Club
W Video Club
W Drug Awareness Club
W Science Club

W Chess Club
W Student Council
W Reading and Math Tutoring
W Computer Club

School/Community Resources

W Lunch Program
W Extended-day Kindergarten
W Crisis Intervention

W Before/After School Programs
W Breakfast Program
W Full-time Nurse

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

W Paradise Valley Masonic Lodge No. 61 Essay winners. Six students recognized.

W District Poetry Contest winners. Three students recognized.

Student Information: 2001-02 Student Activity Rates

		Arizona		
	School	K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	4.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Supporter Arizona Humane Society	2001
Sponsor Phoenix Children's Hospital	2002
Supporter Ronald McDonald House	1999
Supporter of Pappas School	2001

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	76	536	4%	17%	41%	38%
	State	58840	524	9%	17%	45%	29%
Writing	School	76	559	4%	7%	67%	22%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	76	526	5%	25%	42%	28%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	84	507	12%	24%	48%	17%
	State	61305	505	21%	20%	43%	15%
Writing	School	84	524	6%	21%	61%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	84	501	12%	37%	18%	33%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	73	58	60	--	--	--
2	Reading	--	--	--	100	48	50	92	65	52	89	47	53	80	45	57
	Language	--	--	--	100	39	40	96	56	43	95	47	44	81	35	48
	Mathematics	--	--	--	100	38	51	96	59	55	96	39	57	81	43	61
3	Reading	96	51	47	100	60	47	100	49	48	88	58	50	90	51	50
	Language	94	58	49	100	64	51	100	53	54	92	57	56	90	63	57
	Mathematics	98	46	46	100	53	49	100	46	52	91	47	54	90	53	56
4	Reading	100	59	53	100	68	54	96	66	54	91	62	55	83	64	55
	Language	100	55	47	100	59	49	98	60	48	91	54	50	84	59	50
	Mathematics	100	48	51	100	59	54	98	57	55	91	47	57	84	57	58
5	Reading	94	64	51	100	63	51	100	66	51	97	62	51	100	54	53
	Language	96	52	42	100	59	44	100	58	45	97	55	45	100	51	47
	Mathematics	96	57	51	100	58	54	100	71	55	97	63	57	100	56	59
6	Reading	96	67	53	100	64	54	96	69	53	88	69	54	91	68	56
	Language	100	58	41	100	56	44	99	63	44	86	61	45	94	58	47
	Mathematics	99	68	57	100	71	59	96	76	60	88	73	63	94	68	65

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	75	81
Grades 3-4	73	78
Grades 4-5	69	85
Grades 5-6	90	84
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our schoolwide rules are very simple: Respect yourself. Respect others. Allow the teacher to teach. We stress what our responsibilities are. The teacher is there to teach and the student is there to learn. If we each do our job, we will have success. It is a no-nonsense approach. Students will not be allowed to keep other students from learning. If there are problems, the parents will be contacted.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,975	\$1,672,510
Classroom Supplies	\$22	\$12,328
Administration	\$391	\$219,562
Support Services-Students	\$191	\$107,606
Other Support Services and Operations	\$591	\$332,132
Total Expenditures- All Categories 2000-2001	\$4,170	\$2,344,138

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Julie Baumgartner	(602) 493-6040	
Transportation Policy	Jeff Cook	(602) 493-6320	
Community Resources	Sandy Cichon	(602) 493-6043	
School Nutrition Programs	Valerie Norman	(602) 493-6047	
Parent Organization	Rhonda Cluff	(602) 493-6041	
Student Health/Nurse	Sandy Cichon	(602) 493-6043	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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